



POLICY AND ADMINISTRATIVE PROCEDURES

Manual of Policies and Procedures

Title

THE DEVELOPMENT AND DELIVERY OF ACADEMIC AND TECHNICAL PROGRAMS IN JUVENILE FACILITIES

Legal References (includes but is not limited to)	Related Policies/Procedures (includes but is not limited to)	Other References (includes but is not limited to)
IC 11-8-2-5(a)(5) IC 11-8-2-5(a)(8) IC11-8-2-5(a)(13) IC 11-10-5-1, <i>et seq.</i>	01-03-103 01-04-104 03-02-104	ACA: CO: 2-CO-5B-01 JTS: 1C-10, 5B-02-1, 5D-01-2, 5D-03, 5D-06-1, 5D-11, 5D-15-2, 5D-18-1

I. PURPOSE:

The purpose of this policy and its administrative procedures is to establish the standards and guidelines for the delivery of academic and technical educational programs for juvenile offenders within Department of Correction facilities.

II. POLICY STATEMENT:

The Department of Correction shall ensure that competency-based academic and technical education programs are provided to juvenile offenders housed within Department facilities. All juvenile offenders shall have the opportunity to participate in available education programs.

Education programs shall be developed and implemented to improve the academic and/or technical educational situation of the student population. Additionally, education programs will not interrupt the student's progress towards a Core 40 High School Diploma; rather, they will provide students with the improved skills and abilities to successfully transition to education programs in their communities. All high school credits earned in Department juvenile facilities are to be transferable to an Indiana Core 40 High School Diploma.

The Department shall work with other agencies to ensure that educational programs are in compliance with all applicable federal and state laws, rules and regulations. Additionally, the Department shall strive to ensure that the provision of educational services complies with applicable standards of accrediting organizations, such as the American Correctional Association.

The Department shall employ certified education staff and other qualified personnel for the delivery of educational services.

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Each facility housing juvenile offenders within the Department providing educational services shall develop an education program plan. This facility program plan shall include, but is not limited to:

- A. The mission, goals and objectives of education services in the facility;
- B. The program needs of the student population in the facility;
- C. The resources available in the facility and the feasibility of the delivery of services; and,
- D. The prescriptive learning needs of the student population.

All educational programs within the Department shall be subject to periodic audits and evaluations to ensure that the programs are operating in accordance with established standards and objectives. The Department shall collect pertinent data to assist in program planning, the academic improvement of the offender population and to ensure compliance with applicable laws, rules, regulations, policies and procedures.

III. DEFINITIONS:

For the purpose of this policy and its administrative procedures, the following definitions are presented:

- A. **ACADEMIC EDUCATION:** An approved, formal, organized program of instruction designed to provide basic skills and learning opportunities related to obtaining and demonstrating knowledge from literacy through post-secondary, excluding technical courses.
- B. **BEHAVIOR INTERVENTION PLAN:** A plan agreed upon by the case conference committee and incorporated into a student's individualized education program that describes how the student's environment will be altered, identifies positive behavioral intervention strategies, and specifies which skills will be taught in an effort to change a specific pattern of behavior of the student. The plan shall be linked to information gathered through a functional behavioral assessment. To ensure transference, the behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

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- C. **CASE CONFERENCE COMMITTEE:** The group of persons described in 511 IAC 7-42-3, including parents and IDOC personnel, who are responsible for the following:
1. Reviewing the educational evaluation report and determining a student's eligibility for special education and related services.
 2. Developing, reviewing, and revising a student's individualized education program or transition individualized education program.
 3. Determining the appropriate special education, related services and placement for a student and the setting or settings in which those services will be provided.
 4. Determining other matters, including the provision of a free appropriate public education, that are assigned to an IEP team by federal law or to a case conference committee by state law or any rule of the Indiana state board of education.
- D. **CERTIFICATE:** An official document awarded to a student upon successful completion of a specific, Indiana Department of Correction approved, academic or technical program.
- E. **CERTIFIED STAFF:** Personnel licensed by the Indiana Division of Professional Standards and employed by the Department for the purpose of delivering academic or technical instruction.
- F. **CHILD FIND:** A component of Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.
- G. **COLLEGE DIPLOMA:** An official document issued by a post secondary institution holding certification from a state's Commission on higher education.
- H. **CURRICULUM:** A course of study designed to meet the academic or technical skill needs of students.
- I. **DIRECTOR OF EDUCATION (DIRECTOR):** The certified individual located in Central Office who is the administrator of the Education Services Division.
- J. **EDUCATION COORDINATOR:** A certified individual located at Central Office responsible for specific academic and technical programs in

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the adult and juvenile schools. Coordinators report to the Director of Education.

- K. **EDUCATION SERVICES DIVISION:** The Division responsible for the development, delivery, and implementation of academic and technical education in English and library services throughout the Department.
- L. **EDUCATION TRANSITION PORTFOLIO:** A packet of the student's academic performance information that is transferred from the facility school to the student's next school of record.
- M. **EDUCATIONAL RECORDS:** Any group of records under the control of the Department or its contractors from which information may be retrieved by the name of the individual, or by some identifying number, symbol, or other personal identifier. The maintenance, access, and distribution of records shall be in compliance with State and federal guidelines.
- N. **EVALUATION:** The process involved in the assessment of academic and technical programs, personnel involved in such programs, and the student placement and progress in those programs.
- O. **FERPA (FAMILY EDUCATION RIGHTS AND PRIVACY ACT):** The federal law which protects the privacy of student records.
- P. **FUNCTIONAL BEHAVIOR ASSESSMENT:** A systematic collection and analysis of data that will vary in length and scope depending on the severity of a student's behavior. Results and analysis of the data collection are used in developing the student's behavioral intervention plan. A functional behavioral assessment shall identify patterns in the student's behavior and the purpose or function of the behavior for the student.
- Q. **GED (GENERAL EDUCATION DEVELOPMENT):** A certification demonstrating that an individual has attained high school-level academic skills.
- R. **HIGH SCHOOL DIPLOMA:** An official document issued by a State Board of Education accredited school that is recognized as a high school diploma of that state. There are four types of high school diplomas recognized in Indiana:

- General

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- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

All high school credits earned in IDOC juvenile facility schools are to be transferable to a Core 40 High School Diploma at the student's public school of record.

- S. **HIGHLY QUALIFIED:** A teacher who has obtained full state licensure as a teacher, including licensure obtained through alternative routes, or passed the state teacher licensing examinations, and holds a license to teach in the state; and, has not had licensure requirements waived. (Refer to 511 IAC 7-36-3. See also 7801(23) of the Elementary and Secondary Education Act of 1965, as amended by 20 U.S. C. 6311 *et seq.*, and 34 CFR 200.56).
- T. **INDIVIDUALIZED EDUCATION PROGRAM:** A written document, developed, reviewed and revised by the case conference committee in accordance with 511 IAC 7-42, that describes how a student will access the general education curriculum, if appropriate, and the special education and related services needed to participate in the educational environment. The required components of an individual education program are contained in 511 IAC 7-42-6.
- U. **INDIVIDUALIZED LEARNING PLAN:** Individual Learning Plan or ILP is a student specific program or strategy of education or learning that takes into consideration the student's strengths and weaknesses. The ILP for a student is generated after interaction between the student and the teacher, and is based upon assessment made therein. Further, the ILP incorporates the long-term goals of the student. The ILP is used with students who do not qualify for special education services.
- V. **POST-SECONDARY LEVEL:** A formal, organized program of educational instruction for students whose educational achievement exceeds grade 12 (secondary level) as verified by a high school diploma or GED certificate.
- W. **PRIMARY LEVEL:** A formal, organized program of instruction for students based on age and grade progression in public school within grade levels one (1) through six (6).

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- X. SECONDARY LEVEL: A formal, organized program of instruction for students based on age and grade progression in public school within grade levels seven (7) through twelve (12).
 - Y. SIMS (Student Information Management System): The data collecting mechanism used by the facility schools to manage student information.
 - Z. SPECIALLY DESIGNED INSTRUCTION: The adaptation, as appropriate to the needs of a student who is eligible for special education and related services, of the content, methodology, or delivery of instruction:
 - 1. To address the unique needs of the student that result from the student's disability; and
 - 2. To ensure the student's access to the general curriculum so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.
 - AA. SUPERVISOR OF EDUCATION: The licensed school principal assigned to the facility. Minimally, the Supervisor of Education will possess a Building Level Administrator license.
 - BB. SUPPORT SERVICES: Services which complement academic and/or technical education programs, i.e. special education, Title I, clerical, teacher aid.
 - CC. TECHNICAL CERTIFICATE: A Department approved formal document certifying satisfactory completion of a technical education program.
 - DD. TECHNICAL EDUCATION: A Department approved, formal, organized program of instruction designed to provide practical, mechanical, and/or vocational skills and learning concepts.
- IV. ADMINISTRATION OF ACADEMIC AND/OR TECHNICAL EDUCATION PROGRAMS:
- A. Philosophy, Mission, and Goals
 - 1. Philosophy: The Education Services Division believes that education in a correctional setting functions as rehabilitative treatment.

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2. Mission: The mission of the Education Services Division is to provide quality educational programs in safe and secure environments that serve as opportunities to provide students with the improved skills and abilities needed to successfully transition to their education programs in their communities.
3. Goal: The goal of the Education Services Division is to provide competency-based, comprehensive education programs for students at the facility.

The statement of goals for the Education Services Division will be publicly and prominently displayed at the facility education program location. The goals will be incorporated into facility-specific and separate printed educational documents.

The Director of Education shall facilitate the annual review of the Education Services Division Philosophy, Mission, and Goals.

B. Written Policy and Procedure

1. The facility education program and the Division of Education Services shall maintain a copy of Policy 01-01-103, "The Development and Delivery of Academic and Technical Programs in Juvenile Facilities," and its accompanying administrative procedures, as well as the facility's operational procedures, in a location accessible to staff and students.
2. The facility's operational procedures shall include, but not be limited to:
 - a. Certified and non-certified job descriptions (ATTACHMENT I);
 - b. Program development and school improvement plan (ATTACHMENT II);
 - c. Procedures for student management (ATTACHMENT III);
 - d. Procedures for daily program operations (ATTACHMENT IV); and,

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- e. Division and facility organizational chart, with explanation (ATTACHMENT V).
3. The facility's operational procedures shall be reviewed annually in accordance with Policy #00-04-101, "The Development, Approval and Implementation of Policy."
4. The facility's operational procedures shall be available for review and implementation according to Policy #00-04-101, "The Development, Approval, and Implementation of Policy."
5. The facility shall maintain North Central Association/AdvancEd accreditation.
6. Educational staffing shall be determined through a staffing assessment process.
 - a. On a quarterly basis, the Supervisor of Education and the Juvenile Education Coordinator will meet to review the following data:
 - (1) Total Students Enrolled
 - (2) Total Students Enrolled by grade level
 - (3) Total Students Enrolled by age
 - (4) Total Students Enrolled by special education identification/category
 - (5) Total number of certified staff by licensure/content area
 - (6) Total number of support staff by assignment
 - b. Based on the data, the Supervisor of Education and the Juvenile Education Coordinator will determine the need for additional certified staff/paraprofessionals.
 - c. If it is determined that there is a need for additional certified staff or paraprofessionals, the Juvenile Education Coordinator will advance the need through the Director of Education and the Executive Staff of the Indiana Department of Correction. If approved by the Executive Staff of the Indiana Department of Correction, the position will be posted and a qualified candidate will be identified for hire.

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- d. In addition to quarterly meetings, the Supervisor of Education will notify the Juvenile Education Coordinator whenever a staff vacancy occurs so the position can be immediately posted with the Indiana Job Bank and the Indiana Department of Education in order to identify a qualified candidate for hire.

C. Organizational Chart

1. The Division organizational chart showing the position of the Division of Education Services programs shall be reviewed annually by the Director of Education or designee.
2. Written materials to explain the organizational chart lines of authority and cooperation shall accompany the agency organizational chart.

D. Annual Goals and Objective Review

1. The Supervisor of Education shall facilitate the review and update of the facility education program goals and objectives on an annual basis. Outcomes of this review shall be developed into a written plan outlining progress on the prior year's goals and objectives and revising them for the following year. The Supervisor of Education shall be responsible for ensuring that program goals and objectives are reviewed and revised to coincide with the fiscal year. A statement of goals and objectives update will be submitted, in writing, for review, revision, and approval to the Facility Head and the Department's Director of Education on or before July 15 annually.
2. The review and update process shall include at a minimum:
 - a. Progress toward program goals;
 - b. The effectiveness of the program in terms of process and program outcomes; and,
 - c. The establishment of goals for the next year.

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E. Budget

1. The Education Services Division program grants shall be allocated to the facility educational programs according to the prescribed distribution process of the grant.
2. The Education Services Division education program grant expenditures and use for the system-wide and facility education programs shall be a part of the authority and responsibility of the Director of Education.
3. In order to facilitate education program planning and management decisions, the Supervisor of Education shall provide an educational program budget which delineates personnel, equipment, materials, supplies and physical plant needs for the school on an annual basis. The budget shall be submitted to the Facility Head/designee and the Director of Education.
4. There shall be a line item in each facility budget for education supplies and equipment. The Supervisor of Education, through the normal business administrative practice, shall be accountable for timely and appropriate expenditure of the facility budget for education supplies and equipment.

F. Program Approval

1. The Director of Education shall annually review Policy #01-01-103, "The Development and Delivery of Academic and Vocational Programs in Juvenile Facilities". It will be approved on an annual basis in accordance with the administrative procedures for Policy #00-04-101, "The Development, Approval, and Implementation of Policy."

G. Staff Meetings

1. Supervisor of Education meetings shall be facilitated as needed by the Director of Education. The Supervisor of Education meetings shall be attended by the facility educational representative.
2. Minutes of the meetings shall be maintained by the Division of Education Services and shall be available for review.

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3. At a minimum, the Supervisor of Education shall facilitate monthly facility education staff meetings. The facility education staff and guests will attend staff meetings.
4. Minutes of the facility education staff meetings shall be maintained at the facility and available for review and a copy shall be forwarded to the Director of Education.

V. ADMINISTRATION AND STAFF:

All academic and technical education staff shall be licensed or certified by the Indiana Department of Education, Division of Professional Standards. A copy of all required licenses or certificates shall be maintained in the staff member's personnel file. The individual staff member shall be responsible for ensuring that all required licenses or certificates are maintained and current.

A. Director of Education:

The Director shall serve as the administrator for the Department's education programs. The Director shall hold a valid district administrator's license in any one of the following areas: Superintendent, Director of Career and Technical Education, Director of Exceptional Needs, or Director of Curriculum and Instruction.

The Director shall also assess educational needs while coordinating and providing educational opportunities and library services to offenders/students in facilities.

It shall be the responsibility of the Director to determine the program components and procedures for academic and/or technical education within the Department. The Director or designee is responsible for developing a comprehensive educational program for all eligible offenders.

The Director shall report to the Deputy Commissioner of Re-Entry and Community Programs.

B. Educational Coordinator(s):

The educational coordinator(s) in Central Office shall hold a valid District Administrator's license and shall receive an administrative stipend in addition to his/her regular salary.

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The Coordinator(s) shall assist the Director in the supervision of correctional educational programs in the Department. Responsibilities of the Coordinator(s) shall include planning, development, implementation and monitoring of academic, vocational and library programs at facilities. The educational coordinator(s) shall report to the Director.

The Director and Coordinators shall receive an annual administrative stipend within the guidelines of the State Personnel salary policy.

C. Employment of Facility Educational Personnel:

1. In accordance with the administrative procedures for Policy #04-03-101, "The Posting of Job Opportunities and the Appointment of Staff," the Director shall assist the facility in the recruitment of competent academic and technical personnel. Job descriptions of education positions shall be on file.
2. Facility staff shall ensure that the Director is informed immediately of any changes that have an impact on the delivery of education services, including, but not limited to, new-hires, staff suspensions, terminations, transfers, resignations or disability leaves.
3. Prior to scheduling interviews for a Supervisor of Education, the Director of Education/Designee shall be notified and shall participate in the interview and selection process.
4. The Director shall recommend to the Facility Head the number of administrative education positions established and maintained at the facility. The number of positions shall be based upon, but not limited to, educational administrative duties, number of programs, staff supervised, and contact hours. A facility administrative education position title is Supervisor of Education.
5. An individual may be appointed to an administrative position for a maximum period of three (3) years without holding a valid administrative license or vocational certificate, only if the license or certificate can reasonably be expected to be completed within three (3) years of the date of appointment. During the three (3) years, the individual shall provide proof on an annual basis to the Director that he/she is continuously and actively pursuing and engaging in the acquisition of proper certification.

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6. All individuals hired/employed in the Institutional Teacher job classification in juvenile facility schools must possess licensure in special education. An individual may be hired without special education licensure only if he/she submits documentation of his/her intent to obtain/maintain an emergency permit in special education and complete the special education licensure within three years, as specified by the Indiana Department of Education's Division of Professional Standards.

D. Professional Development:

1. Education staff shall participate in all training mandated by Policy #01-05-101, "Staff Development and Training." Additionally, education staff shall participate in Education Services Division staff development activities. Staff development utilizing distance learning programs shall be encouraged. Upon approval of the Supervisor of Education and the Facility Head, staff may be allowed additional leave for training purposes that support the facility's educational improvement plan.
2. The professional development of Education Services staff shall be encouraged and endorsed. The AdvancEd (North Central Association Commission Continuous Improvement Process) model shall be utilized for the facility.

Education Services staff may attend professional development activities with the approval of the Facility Head/designee and in accordance with applicable state travel rules and regulations.

The Facility Head/designee may consult with the Director to verify the effectiveness of the professional development program. All conference attendance requests shall be submitted in accordance with the Department's fiscal procedures.

3. The facility school shall not be closed in order for individual education staff members to attend elective professional development meetings/conferences. The Supervisor of Education shall determine which education staff member(s) may attend an elective professional development meeting/conference based upon identified instructional improvement plan needs, percentage of staff required to maintain the integrity of the daily education schedule, active membership in an association, seniority, and/or

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other facility-specific factors. Students will be monitored by substitute teachers certified by the Indiana Department of Education. School will be closed on State Holidays as approved by the Governor of Indiana.

4. The Supervisor of Education will develop a plan to ensure that classroom instruction is not cancelled in the event of a teacher absence.
5. The Supervisor of Education shall annually facilitate the development of a Personal Professional Development Plan in alignment with the facility's school improvement and the Employee Work Profile/Performance Plan for each certified education staff member.
6. In order to enhance teacher ability to address the unique needs of students enrolled in school at the facility, the following comprehensive plan for all education staff will be implemented:
 - a. At the beginning of each calendar year, the Juvenile Education Coordinator from Department Central Office will meet with the facility's Supervisor of Education to review data from program reviews, teacher evaluations, and student Individual Learning Plans and Individual Education Programs.
 - b. Upon completion of this data review, the Juvenile Education Coordinator and the facility's Supervisor of Education will assess the need for professional development for facility's teachers. Areas of growth will be identified, as well as areas of need.
 - c. Based on the data review and needs assessment, the Juvenile Education Coordinator will arrange for professional development for facility teachers. Topics for professional development will be aligned to the documented needs of the teachers.
 - d. The Juvenile Education Coordinator will coordinate professional development scheduling with the facility's Supervisor of Education and the Facility Head.

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- e. A minimum of four (4) days of professional development will be scheduled for each calendar year. Classes will be cancelled on these days.

Training will be documented with copies of training agendas and materials. Teacher Attendance at the trainings will also be documented and maintained by the facility's Supervisor of Education.

E. Evaluation of Personnel:

1. The Facility Head/designee and the Director of Education/designee shall cooperatively conduct the annual performance evaluation of the Supervisor of Education.
2. The facility's education personnel shall follow the Indiana Department of Education guidelines for being Highly Qualified. If assigned to teach a Core Academic Subject, a teacher must provide documentation to demonstrate his Highly Qualified status, or must submit the Secondary Teacher (6-12) Highly Qualified Action Plan to the Supervisor of Education for approval.
3. All certified and non-certified facility education staff shall be evaluated in accordance with the guidelines of the State Personnel Department.
4. The Director of Education/designee, Facility Head/designee, and the Supervisor of Education shall work cooperatively in the evaluation of any new employee, in the administrator's responsibility area, within the Division of Education Services throughout the probationary period. Evaluation of personnel in the administrator's responsibility area shall include direct observation of staff in the performance of instructional planning, instructional delivery and/or other assignments.

F. Hiring of Certified Personnel:

1. The facility may tender a job offer pending approval by the Director of Education. Facility staff shall forward documentation/credentials of the candidate, consistent with the content area of certification, and receive written approval from the

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Director of Education prior to finalizing a job offer to a certified teacher.

2. Documentation/credentials include, but are not limited to:
 - a. A copy of the applicant's employment application;
 - b. A completed ES6 form showing the proposed salary for the candidate;
 - c. A copy of a valid Indiana Teacher Certificate consistent with the subject(s) the candidate will be teaching;
 - d. A copy of certification form(s) for the number of years of teaching experience;
 - e. Verification of the highest post-secondary degree earned that is germane to the anticipated duties;
 - f. Documentation of candidate's special education licensure or a letter from the candidate stating he/she will secure/maintain an emergency permit in special education and complete the special education licensure within three years, as specified by the Indiana Department of Education's Division of Professional Standards.
 - g. Written verification (official transcript) of any post graduate hours should those hours qualify the candidate for an additional increment on the salary schedule; and,
 - h. A copy of verification of military experience, Form DD-214, if applicable.
3. Facility staff shall forward documentation/credentials of the candidate and receive written approval from the Director prior to extending a job offer to a vocational teacher. Documentation/credentials include, but are not limited to:
 - a. A copy of completed job application form;
 - b. A copy of high school or GED diploma;
 - c. Verification of the highest post secondary degree earned that is germane to the anticipated duties;
 - d. Verification (official transcript) of any post graduate hours should those hours qualify the candidate for an additional increment on the salary schedule;
 - e. Documentation of candidate's special education licensure or a letter from the candidate stating he/she will secure/maintain an emergency permit in special education and complete the special education licensure within three

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years, as specified by the Indiana Department of Education's Division of Professional Standards

- f. Written verification of any military experience, Form DD-214, if applicable; and,
- g. A completed ES6 form showing the proposed salary for the candidate.

Should the candidate hold a valid Indiana Teaching Certificate, the documentation/credentials for hiring an institutional teacher shall apply.

- 4. The Director shall sign applications and any other forms where signature of a Superintendent or other school official is indicated. The Director shall forward any application and accompanying documentation to the Indiana Department of Education, Division of Professional Standards for processing.

VI. STUDENT:

- A. Student Orientation: All students arriving at the facility will participate in an orientation process relevant to the education program at the facility. Parents and students will receive a comprehensive facility orientation packet. Students shall be enrolled in school within 48 hours of arrival at the facility student's assigned treatment unit/facility.

Consistent with IDEA, within ten (10) days of ENROLLMENT INTO SCHOOL, a case conference shall be held to develop an IEP for the student who qualifies for special education services. School personnel will utilize the ISTART-7 format to develop the IEP.

Within ten (10) days of ENROLLMENT INTO SCHOOL, an Individual Learning Plan shall be developed for each general education student. School personnel will utilize an ILP format approved by the Juvenile Education Coordinator.

The Supervisor of Education will coordinate activities to determine whether or not a student qualifies for special education services. (See 511 IAC 7-34-2 Child Find).

The facility orientation to available formal education programs shall inform students of available programs and enrollment criteria. Orientation and, if needed, an interpreter will be available to students who cannot communicate in English or who are legally blind or deaf.

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B. Educational Achievement Recognition:

Students who successfully complete educational programs will be recognized through a special program/ceremony and awarded a certificate of completion.

C. Screening, Placement, Assessment, and Evaluation:

1. Educational advisement, screening, placement and assessment of students shall be made available to students to ensure appropriate level placement and instructional activities. Pre- and post-test assessment of a student's progress will be conducted in all juvenile schools according to the Department of Education Adult Education testing policy. Certified staff will administer the tests for screening and assessment of students. All students who qualify for the Indiana Statewide Testing of Educational Progress Plus (ISTEP+) will participate according to Indiana Department of Education guidelines.
2. Students will be assessed with the Test of Adult Basic Education (TABE) at the Logansport Juvenile Correctional Facility Intake Unit or the Indianapolis Juvenile Correctional Facility Intake Unit. They will also be assessed with the Self Directed Search (SDS) Career Interest Survey, a formal writing assessment aligned to the Indiana Statewide Testing of Educational Progress Plus (ISTEP+), and the Student Styles Questionnaire (SSQ) Learning Styles survey, to assist with planning educational interventions and strategies for the student. Students will be placed in a given grade based primarily on the student's progression in school, and secondarily on the student's age.
3. To qualify for the GED examination a student shall score a minimum of 420 on each individual sub-test and have at least 2400 total points on the GED pre-test. If a student fails the GED test, the testing protocols of the Indiana Department of Education shall be followed.

Students must be at least seventeen (17)-years-old to take the GED test. A student may be enrolled in the GED program prior to his/her 17th birthday in order to study/prepare for the test.

The Spanish version of the GED test may be administered to

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qualifying students upon the determination of the Supervisor of Education. The determination shall be based on student class assessment information, teacher recommendation, and class work. The student shall score no less than an average of 57 on each of the sections of the Spanish version of the official GED practice test. All classroom instruction shall be in the English language.

4. An Individual Learning Plan (ILP) shall be developed and followed by the facility's certified staff to guide classroom activity for the students who do not need special education services, based on the results of the counseling, Test of Adult Basic Education (TABE) results, a formal writing sample, career interest (Self-Directed Search) and Student Styles Questionnaire (SSQ) learning styles survey. In addition, student input regarding academic and vocational goals will be incorporated into the ILP. The ILP shall have measurable behavior, academic, and transitional goals.
5. An Individual Education Plan (IEP) shall be developed for all students in need of special education services at a legally constituted case conference and followed by all certified staff. The IEP shall comply with applicable laws and regulations.
6. At the beginning of the final semester or section of educational programming or sitting for the GED Practice test or other exit testing, the Supervisor of Education shall notify, in writing, the facility's Program Director/Designee of the need to consider the student's current educational program prior to authorizing a facility transfer.

D. Student Program of Instruction

The Supervisor of Education shall facilitate the program of instruction, which shall be developed based upon statewide standards and supported by appropriate materials, technology, classroom space, and staffing patterns to meet the needs of the students and the mission of the facility.

1. The Supervisor of Education shall ensure that all academic and technical programs meet federal and state occupation, health and safety standards. The Supervisor of Education shall ensure that inspections of the facility's academic and technical facilities are conducted.

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2. The Supervisor of Education shall ensure that all teachers develop and maintain lesson plans that are linked to curriculum standards and address curriculum accommodations and modifications for identified students. School personnel will utilize a lesson plan format approved by the Juvenile Education Coordinator.
3. The Supervisor of Education shall ensure that teachers collect and maintain data to monitor student progress towards IEP/ILP goals.
4. The Supervisor of Education shall ensure that reports relative to student progress towards IEP goals are sent to the parent/guardian based on time-lines established by the student's IEP case conference committee.
5. The Supervisor of Education shall ensure that every student's parent/guardian receives a grade report card on a quarterly basis.

E. Maintenance of Educational Records and Student Records

1. The student's cumulative record shall include, at a minimum:
 - a. Program profile data;
 - b. Rosters;
 - c. Attendance data;
 - d. Social and demographic data;
 - e. Program participation;
 - f. Performance (process and outcome) measures;
 - g. Testing and placement data;
 - h. Progress data;
 - i. Student academic gains, achievement and assessment data;
 - j. Performance data;
 - k. Behavioral data;
 - l. Student exit data;
 - m. Transcript data;
 - n. Verification of completion of education and/or vocation programs; and,
 - o. Individual Learning Plans (ILP)/Individual Education Program (IEP).

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2. The student's Education Transition Portfolio shall include, at a minimum:
 - Academic performance (process and outcome) measures
 - Testing and placement data
 - Attendance data
 - Behavioral data
 - Student exit data
 - Transcript Data
 - Verification of completion of education and/or vocational programs; and
 - Individual Learning Plans (ILP)/Individual Education Program (IEP).

Such information shall be maintained in a cumulative record and submitted in a format and timeframe authorized by the Director of Education.

3. Student records shall be kept in compliance with departmental administrative procedures/rules for access, storage, and confidentiality, and, where applicable, promulgated rules of external agencies.
4. Upon release, with adherence to FERPA (Family Educational Rights and Privacy Act) regulations and 511 IAC 7-38-1, copies of appropriate student records shall be forwarded to the school of attendance.
5. Educational reports to be submitted to Central Office on a scheduled basis, shall include, but are not limited to:
 - a. Performance Report;

Students enrolled in school at the facility will participate in all state mandated assessments, including the Indiana Statewide Testing for Education Progress plus (ISTEP+). The Indiana Department of Education reports ISTEP+ results directly to the facility, and the Indiana Department of Correction's Director of Education. In addition, these results are posted on the Indiana Department of Education web-site.

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- b. Equipment Inventory;
 - c. Vocational Program Advisory Committee Member Roster;
 - d. Vocational General Advisory Committee Member Roster;
 - e. Advisory Committee Minutes;
 - f. Facility Education Meeting Minutes;
 - g. Facility Actual Education Expenditure Report;
 - h. Program Completion Report;
 - i. Transition to School Report;
 - j. TABE pre-post test scores; and,
 - k. Special Education Report.
6. Reports shall be completed by the Supervisor of Education or Designee as required by the Department and shall be submitted to the Director of Education or designee on or before October 8, January 8, April 8, and July 15 annually and as requested.
7. The Supervisor of Education or Designee who completes the forms shall sign and date the report. The signature indicates the individual believes the report to be an accurate representation of program activity.
8. The Director of Education/designee shall compile the statistics from the reports to generate a quarterly statistical report to be distributed to the Deputy Commissioner of Re-Entry and Community Services. An annual narrative report shall be developed and provided to the Deputy Commissioner of Re-Entry and Community Programs.
9. Other reports associated with securing and maintaining funds other than state funds shall be completed as required by the funding source and the Facility Head/designee. These reports shall be submitted to the Director of Education as required.

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F. Comprehensive Education Program

1. Types of education services that must be available to eligible students include, but are not limited to:
 - a. Secondary Education, including GED,
 - b. Technical Education; and,
 - c. Specialized Programs, such as:
 - (1) Special Education;
 - (2) Title 1; and,
 - (3) GED and Post-Secondary education, although not required, may be available to eligible students.
2. The facility's education program offerings shall be available to qualified students based on guidelines set by the Indiana Department of Education regarding the courses a student needs to graduate, vocational requirements for students to obtain a certificate in a vocational field, and any specific requirements for students with disabilities as set forth in the Individuals with Disabilities Education Act (IDEA) and 511 IAC 7.
3. Students will attend school for a minimum of five days per week, six periods per day, and 50 minute per period.
4. An open-entry, open-exit, competency-based, on-site education program shall be available for eligible students guided by an Individual Learning Plan (ILP). The facility's on-site secondary school and/or GED programs will be provided to the student at no cost.

Limited English Proficiency classes shall be taught in the English language.
5. Instructional strategies shall be determined by the certified institutional teacher based on the approval of the Supervisor of Education and empirically validated instructional approaches.
6. The Supervisor of Education shall conduct an annual facility educational needs assessment of the students.

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7. Based upon security issues, facility management, and staff and fiscal resources, the Department may contract with Indiana post-secondary providers for academic correspondence classes.
8. Students enrolled in school at the facility will be awarded credits for courses taken while at the facility, and these credits will be transferred to the public school upon their enrollment after they are released. In addition, as necessary, the student may access approved correspondence courses through Indiana University while at the facility, and these credits will be transferred to the public school upon enrollment after they are released.

VII. PROGRAMS:

A. Academic and Technical Curricula

1. The Supervisor of Education shall facilitate the development of competency-based curricula in compliance with State of Indiana academic standards, laws and regulations. The Director of Education shall approve the curricula. The curricula shall be articulated throughout the education programs.
2. The Supervisor of Education shall facilitate the establishment of a general advisory committee for facilities with two (2) or more technical programs. The Supervisor of Education shall facilitate the establishment of a program advisory committee for each technical program area. Representatives from agencies may serve on general or program advisory committees to the Department pertaining to the delivery of academic and technical education. Composition of the committee shall be representative of the technical areas and meet the approval of the Supervisor of Education. Committee meetings shall be held a minimum of twice a year. The educational representative/designee shall maintain minutes of the advisory committee meetings.
3. Statewide technical curriculum guides shall be reviewed and revised on a biennial basis. Academic curricula shall be reviewed and revised upon receipt of the Department of Education standard revisions.
4. Non-instructional time shall be provided for the development and revision of curriculum guides. Collaboration with outside agencies

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and other community educational institutions shall be encouraged in the development and revision of curriculum guides.

5. A curriculum guide shall be maintained at the facility's school.
6. The Supervisor of Education will coordinate the development of a behavior management program within the school setting to promote positive student behavior.
7. Completion of vocational competencies and exit examination programs shall result in the vocational course completion. Courses requiring external licensing certification may have an hour requirement in addition to the competencies and exit examination. Students must comply with the requirements of any program with external accreditation standards or regulations in addition to Departmental requirements.
8. Students with the earliest possible release date shall have priority in assignments if there is a waiting list for vocational programs.
9. Individuals authorized to participate in a Culinary Arts vocational program meal function shall be charged a fee as approved by the Commissioner.

B. Education Equity and Opportunity

1. All students shall have equal access to education programs regardless of race, disability, sex, age, color, national origin or ancestry, creed, religion, marital or parental status, or any other legally protected classification.
2. The facility's education program staff, following FERPA (Family Educational Rights and Privacy Act) regulations and 511 IAC 7-38-1, will forward copies of school transcripts, diplomas, certificates, licenses or other earned credentials to educational institutions and potential employers.
3. Certificates indicating completion of a program shall be issued to the student upon release from the facility.

C. Technology, Facilities, Materials and Services

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1. Academic or technical classrooms shall provide a safe environment conducive to learning. The Supervisor of Education/Lead Teacher shall establish criteria for adequate facilities, technology, materials and services to complement the education program and reflect current education practices. Space shall be available for facility education administrative offices and maintenance and storage of educational supplies and records.
2. The replacement of academic secondary program textbooks shall correspond with the adoption schedule utilized by the Indiana Department of Education.
3. Educational testing and assessment by institutional teachers shall be made available to students to ensure appropriate program placement. Scheduled educational counseling sessions shall be conducted for each student to discuss program progress and achievements.

D. Special Education

1. Students through age 21 who are eligible for special education services as determined by the eligibility requirements set forth in P. L. 105-17 (1997) and Indiana's 511 IAC 7 and subsequent rules shall receive educational and related services as determined by the student's Individual Education Plan (IEP).

E. Educational Programs for Segregated Students

1. Students in protective custody, administrative segregation and disciplinary segregation shall be provided appropriate educational programming.
2. Educational services provided to the students in administrative segregation, disciplinary segregation, or protective custody shall be documented.
3. The facility staff must be able to demonstrate that the education services provided in segregation were linked to the curriculum standards that would have been accessed had the student been in the general education setting.

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4. The facility staff must be able to demonstrate that state and federal guidelines relevant to the provision of education to students with special needs have been addressed.
5. Facility staff must gather and maintain data to demonstrate that students in segregation were provided the opportunity to progress towards IEP goals while in segregation.

F. Post-Secondary Education Programs

1. Based upon security issues, facility management, and staff and fiscal resources the Department may contract with Indiana post-secondary providers for:
 - a. Correspondence Indiana Associate and/or Bachelor degree post-secondary services;
 - b. Post-secondary vocational services; and,
2. The student shall obtain written permission from the Supervisor of Education to participate in a correspondence academic post-secondary Indiana Associate or Bachelor degree program. The student is responsible for all expenses related to obtaining an Indiana Associate or Bachelor degree obtained through correspondence. No financial aid is available for distance classes, including correspondence. The student may take classes through Indiana University, Bloomington.
3. Arranged classes for post-secondary students shall be made with the written permission of the Supervisor of Education the post-secondary Director of Prison Programs and the student's academic advisor.
4. The contracted post-secondary provider shall determine what credits transfer from other educational programs and how credits apply to the degree program.
5. Students shall meet all facility standards for program enrollment in post-secondary programs.

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VIII. QUALITY ASSURANCE:

- A. Each Department facility school program will be evaluated by Central Office Administrators and other appropriately licensed Department school personnel on a bi-annual basis.
 1. Any findings will be reported in writing to the school administrator and the Facility Head within a week of the audit.
 2. Any findings will be reported verbally to the school administrator and the Facility Head during an exit interview.
 3. Each facility will have 30 days to address any deficit areas.
 4. At the end of 30 days, a Central Office Administrator will follow-up to determine if the deficit areas have been satisfactorily addressed.
 5. If there are continued deficit areas, the Central Office Administrator will meet with the Facility Head to develop a plan for meeting the expected standard. The plan will include a time-line for completion and consequences for not meeting the standard within the given time-line.
- B. Each Department facility school special education program will be evaluated by an independent consultant on an annual basis, using the Special Education Audit Template and any other tool the consultant deems necessary.
 1. Any findings will be reported in writing to the school administrator, the Facility Head, the Department's Director of Education (Central Office) and the Department's Juvenile Coordinator (Central Office) within two (2) weeks of the audit.
 2. Any findings will be reported verbally to the school administrator and the Facility Head during an exit interview.
 3. Each facility will have 30 days to address any deficit areas.
 4. At the end of 30 days, a Central Office Administrator will follow-up to determine if the deficit areas have been satisfactorily addressed.
 5. If there are continued deficit areas, the Central Office Administrator will meet with the Facility Head to develop a plan for meeting the expected standard. The plan will include a time-line for completion and consequences for not meeting the standard within the given time-line.

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- C. The Department will contract with independent consultants to provide appropriate professional development to education staff in the areas of special education. Professional development will be aligned to the following areas:

1. IEP development/case conference procedures
2. Confidentiality of student records
3. Provision of special education services under IDEA regulations and 511 IAC 7.

IX. APPLICABILITY:

These procedures are applicable to all juvenile facility staff and students.

Signature on File

J. David Donahue, CCE
Commissioner

5/23/08

Date